

Communication 96-112: Fundamentals of Speech Communication
University Studies Program Quest I Course
Fall Session 2013 Syllabus

Instructor: Dr. Jennifer Considine

Phone: 424-3480

Office: A&C 414

E-mail: considij@uwosh.edu

Office Hours: MWF 8-9:00, F 12:40-1:40 and By Appointment. (I am often in my office more than just my office hours, so please make an appointment if you want to chat)

The Benefits of Public Speaking



Illustration Source: Fraleigh, D. M., Tuman, J. S., and Arkle, P. (2009). *Speak Up! An Illustrated Guide to Public Speaking*. Boston: Bedford St. Martins.

USP Quest I Course Overview

The University Studies Program (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. This Quest I course begins the series of courses you will take to introduce you to the campus and all it has to offer, the vibrant Oshkosh community, and the challenges and opportunities of academic life as you pursue a liberal education. In these courses, you'll be exposed to three "Signature Questions" that are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

The Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to Explore and Connect as you begin your college education. For further information about the unique general education at UW Oshkosh, visit the University Studies Program website [insert link: note that the USP student website is currently in development and will be available in Fall 2013.]

COMM 112 Course Description and Objectives:

In this course, we will focus on the Signature Question, "**How do people understand and engage in community life?**" by examining the role of communication, particularly public speaking, in community life. This course is designed to help you access, analyze, critique, and communicate information as you add your voice to the public sphere. Everywhere we turn, it seems people are finding new ways to communicate and the amount of information at our fingertips is increasingly exponentially. Although this information can at times feel overwhelming, easy access to information also has the potential to increase our civic knowledge and civic engagement. In addition to working on your public communication skills, we will also examine the role of communication, both our own communication and the communication of others, in creating and transforming communities. In short, I hope this course helps you to **find your voice and use it** as you participate in your local and global communities.

Upon completion of this course, you should be able to:

1. Explain the theories and principles of informative and persuasive communication.
2. Critically listen to public speeches to assess how knowledge is socially constructed and implicated with power.
3. Articulate and practice an ethical and audience-centered approach to public speaking.
4. Research strategically so that you will become more efficient in your work and more confident in your performance.
5. Create a speech that enhances the quality of public deliberation and decision making by making strategic choices in defining a topic, selecting support materials, organizing a speech, and adapting to audience beliefs and attitudes.
6. Incorporate the effective use of visual aids and evidence as you deliver Informative and Persuasive speeches extemporaneously.
7. Understand the University Essential Learning Outcomes and begin to achieve the First Year Experience Learning Outcomes (see Appendix A).

Required Textbook and Supplies:

- Schwarze, S. (2012). *Speaking in the Public Sphere*. Boston, MA: Pearson Academics. (The text is available in both print and digital editions. At the time that I am writing the syllabus, the print edition is approximately \$88 and the digital version is \$34. Either edition is appropriate for the class. Please make the choice that best fits your budget and learning style – feel free to ask me questions if you are unsure which version will suit you best.)
- Additional articles will be posted on the course D2L site.
- 2 pocket folder (for speech packets)

Course Requirements and Grading

Speeches: Impromptu “mini-speeches” and formal extemporaneous presentations will be required. In the 1-2 minute “mini-speeches,” you will get the opportunity to practice your speaking skills on familiar topics which will require little to no research preparation. Topics for the mini-speeches range from your chosen “publics” to your feelings about the best books and worst movies of all time. These speeches are designed to allow you to express your opinions to the class, practice your speaking skills, and build a stronger class community as well all get to know one another.

There will also be four extemporaneous speech assignments, each of which has several additional requirements such as a preparation outline and bibliography, a key word/speaking outline, and visual aids. These speeches will require research. You will give an informative speech about a global citizen, two persuasive speeches about a local, national, or global policy, and a ceremonial speech. Additional details will be provided in class and posted on D2L.

Reading Quizzes, Reports, and Reflections: There will be no large, formal exams in this class. As we move through the course, you will complete reading quizzes that demonstrate your knowledge of course concepts and additional assignments that demonstrate your ability to put these concepts into practice.

During the class, you will complete a series of short reports. These include: self-analysis reports, research reports, peer evaluation reports, oral critique reports, and speech status reports. These assignments will help ensure you are completing your work and allow you time to reflect upon your progress in the course. I sincerely believe that reflection is a critical component of learning and you will be given ample opportunity to reflect upon your own progress in completing our course objectives.

Homework/Classwork/Participation: This class is most engaging and students tell me they learn the most when they actively participate in class. Hence, 5% of your final course grade will reflect your commitment to participation in the course. Participation includes not only speaking, but also listening. Some students earn participation points by making several comments to show they are present in the class. Other students are more reserved and prefer to listen. These quiet students often demonstrate their participation through occasional enlightening questions that aid our discussion and show active presence in the class. Either mode of participation is welcome.

Grading

My Grading Philosophy: Assignments are developed to achieve a variety of academic and assessment goals and I have attempted to be very specific in the assignments about exactly what is required. So, if you have a question about the assignment—its content, format, etc., just ask. I welcome the opportunity to work with you on any of your projects. I will offer suggestions and review drafts. Please, if there is any doubt, do not hesitate to ask. To earn an “A” on an assignment, you will need to be *proficient* at explaining, applying, evaluating, and synthesizing the concepts, models, and theories covered in this class.

Basis of the Course Grade and Personal Gradebook

Speech #1	100	_____
Speech #2	200	_____
Speech #3	150	_____
Speech #4	100	_____
Mini-Speeches	50	_____
Reading Quizzes, Reports, and Reflections	350	_____
Participation	50	_____
 Total		 _____ 1000 points

Grading Scale: Grades in this class will not be curved, and will be assigned on the following scale:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	<60%

COMM 112 Tentative Course Schedule

*** Any changes to this schedule will be announced in class and posted on D2L.***

Week/Topics	Topic/Key Questions	Readings, Activities, and Assignments
Week One Introductions Expectations Public Sphere	Day One: What will we learn in this class? What expectations does the professor have of me? What are my expectations of the professor? Day Two: What is the public sphere? How is the public sphere relevant to community life? Am I a member of any “publics”? Day Three: How do I give a speech? What’s up with all of these learning outcomes? Where is Dr. C’s office located?	In class: <ul style="list-style-type: none"> ▪ Mini-speech: My “publics” ▪ Reading Quiz On your own: <ul style="list-style-type: none"> ▪ Read Chapters 1 & 2 ▪ Read Syllabus and Appendix A: Learning Outcomes Overview

<p>Week Two</p> <p>Listening</p> <p>Ethics</p> <p>Developing Topics</p>	<p>Day One and Two: Is all speech created equal? Should any speech be censored? What are the ethical guidelines for public speaking?</p> <p>Day Three: Am I a good listener? What makes someone a good listener? How do I critique a speech?</p>	<p>In class:</p> <ul style="list-style-type: none"> • Digital Storytelling exercise • Reading quiz • Watch “The Fire Next Time” • First Amendment Quiz <p>On your own:</p> <ul style="list-style-type: none"> • Read Chapters 3 & 4 • Brainstorm topics • Develop Guidelines for Ethical Speaking
<p>Week Three</p> <p>Research</p> <p>Informative Speaking</p> <p>Organizing</p>	<p>Day One: What is a rhetorical situation? In what ways might a speech have public significance? What topics do I find intriguing? What types of support materials are needed for a speech?</p> <p>Day Two: What is knowledge? How do we know what we know? What is Wikiality? Did the population of elephants really triple in 2006? What is the weirdest fact you can find on Wikipedia?</p> <p>Day Three: How should I conduct research on a public problem? What’s up with ALL of those library databases? How should I organize my research? Does the audience really care what organizational pattern I use in my speech? Why does Dr. C think a good speech is like good music?</p>	<p>In class</p> <ul style="list-style-type: none"> • Mini-speech: Weirdest Wikiality • Reading Quiz • Research Process Overview • 100 people quiz • Global Village Assignment <p>On your own:</p> <ul style="list-style-type: none"> ▪ Read chapters 6, 8, and 9 ▪ Complete informative speech research worksheet ▪ Watch “The Truth According to Wikipedia” http://www.youtube.com/watch?v=WSinYx_Ab0 <p>For more help with research, contact the information literacy librarian, Ted Mulvey. 920-424-7329 or mulveyt@uwosh.edu</p>
<p>Week Four</p>	<p>Speech One: Global Citizen Speech</p>	<p>In class:</p> <ul style="list-style-type: none"> • Speeches • Peer evaluation reports and speech notes completed • Receive Early Alert Grade Report <p>On your own:</p> <ul style="list-style-type: none"> • Work on digital storytelling transcript and report • Continue developing persuasive topic • Complete speech self-reflection

<p>Week Five</p> <p>Understanding Audiences</p> <p>Presenting your speech</p> <p>Incorporating visual aids</p>	<p>Day One: Why does audience analysis matter? What publics are affected by your “problem”? How does my audience feel about my topic? What do I do if my audience does not like me and/or my topic?</p> <p>Day Two: What are my speaking disfluencies? What are my strengths when I deliver a public speech? If I could make a “mix-tape” of the best speakers, who would I include?</p> <p>Day Three: To PowerPoint or not to PowerPoint? That is the question!</p>	<p>In class:</p> <ul style="list-style-type: none"> • Reading quiz • Mini-speech: My mix tape • Speech Critique: Hans Rosling: Debunking third world myths with the best stats you’ve ever seen. <p>On your own:</p> <ul style="list-style-type: none"> • Read chapters 5 & 12 • Read article on cell phones and election research • Complete digital storytelling report • Begin research prep report
<p>Week Six</p> <p>Outlining, Introductions and Conclusions</p> <p>Team meetings with Professor</p>	<p>Day One: Why does outlining matter? How do I construct an outline? Is a rhetorical question a good way to start a speech? Should I say, “In conclusion” at the end of my speech?</p> <p>Day Two and Three: Your turn – what questions will you bring to me to ponder today?</p>	<p>In class:</p> <ul style="list-style-type: none"> • Reading quiz • Outline practice <p>On your own:</p> <ul style="list-style-type: none"> • Read Chapters 9-11 • Complete research prep report
<p>Week Seven</p> <p>Persuasion 101</p> <p>Ethos, pathos, logos</p> <p>Framing</p>	<p>Day One: How do I persuade my audience? Is persuasion always ethical? When does persuasion become coercion?</p> <p>Day Two: What are ethos, pathos, and logos? Why do they matter in public speaking?</p> <p>Day Three: Does framing help us to see the truth or is framing just manipulation and spin?</p>	<p>In class:</p> <ul style="list-style-type: none"> • Reading Quiz • Mini-speech: Persuasive Images • Mini-debate: Framing <p>On your own:</p> <ul style="list-style-type: none"> • Read chapters 5, 13, and 14 • Develop outline for persuasive speech • Read Framing articles: <ul style="list-style-type: none"> ▪ Luntz, F. R. (2009). The language of healthcare 2009. Available: http://wonkroom.thinkprogress.org/wp-content/uploads/2009/05/frank-luntz-the-language-of-healthcare-20091.pdf ▪ Lakoff, G. (2009). The policy-speak disaster for health care. Available: http://www.huffingtonpost.com/george-lakoff/the-policyspeak-disaster_b_264043.html

<p>Week Eight</p> <p>Gallery Walk</p>	<p>Days 1-3: How does the audience feel about my topic? Do they find my arguments convincing? Why or why not? What evidence do I still need to develop and collect?</p>	<p>In class:</p> <ul style="list-style-type: none"> • Persuasive Speaking Gallery Walk • Outlines Due <p>On your own:</p> <ul style="list-style-type: none"> • Analyze gallery walk feedback • Finalize policy speech
<p>Week Nine</p>	<p>Policy Speeches</p>	<p>In class:</p> <ul style="list-style-type: none"> • Speeches • Peer evaluation reports and speech notes completed <p>On your own:</p> <ul style="list-style-type: none"> • Begin research for refutation speech
<p>Week Ten</p>	<p>Policy Speeches</p>	<p>In class:</p> <ul style="list-style-type: none"> • Speeches • Peer evaluation reports and speech notes completed <p>On your own:</p> <ul style="list-style-type: none"> • Complete speech self-reflection • Continue research for refutation speech
<p>Week Eleven</p> <p>Refutation</p> <p>Compliance Gaining</p> <p>Sequential Persuasion</p>	<p>Day One: What is refutation? How do I refute a speech?</p> <p>Day Two: How do parents, politicians, and corporations persuade? What are compliance gaining strategies?</p> <p>Day Three: What are sequential persuasion techniques? Why would they have relevance for my persuasive efforts?</p>	<p>In class:</p> <ul style="list-style-type: none"> • Reading quiz • Mini-speech: Impromptu Sales • Develop refutation strategy <p>On your own:</p> <ul style="list-style-type: none"> • Complete Refutation reading (available on D2L) • Draft refutation speech outline
<p>Week Twelve</p>	<p>Refutation Speeches</p>	<p>In class:</p> <ul style="list-style-type: none"> • Speeches • Peer evaluation reports and speech notes completed
<p>Week Thirteen</p> <p>Ceremonial Speaking</p>	<p>Day One: Finish Refutation Speeches</p> <p>Day Two and Three: Do all ceremonies call for a speech? When would I give a ceremonial speech? How would I give a ceremonial speech?</p>	<p>In class:</p> <ul style="list-style-type: none"> • Reading Quiz • Ceremonial speech critique <p>On your own:</p> <ul style="list-style-type: none"> • Read Chapter 15 • Complete Final Reflection Paper • Post Speech Three or Speech Four to e-portfolio along with Final Reflection Paper

Week Fourteen	Ceremonial Speeches	In class: <ul style="list-style-type: none">• Speeches• Peer evaluation reports completed
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Appendix A: Resources and References for Success

In the University Studies Program, we want you to be successful. Below, I have offered a brief list of references and resources that you might find useful. Come see me if you have any questions about how to access these resources. Remember, needing additional support is not bad, rather taking advantage of the resources you need shows you are smart enough to ask for help to make your life a bit easier and your goals more achievable.

Center for Academic Resources: The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

Writing Center: The Writing Center employs specially trained students with a passion for helping their peers become better writers. The services it offers are beyond merely checking for grammar; instead, the Center strives to teach students the process of good writing. Appointments are free, confidential, and are at your convenience. For more information, email wcenter@uwosh.edu, view their website (<http://www.uwosh.edu/wcenter/>), visit them at SSC 102, or call 424-1152.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

E-Portfolio: As you move through your courses at UW Oshkosh, you will archive your learning in an ePortfolio. The ePortfolio can be found in D2L. The ePortfolio will help you keep track of papers, speeches, reports, projects, and other assignments in your Quest and Explore courses, so that you can see your progress and connect ideas across different classes. You can continue to use this portfolio in your major classes, so that you are ready for your Capstone course or experience as you near graduation. You can even use the ePortfolio after you graduate to show evidence of your learning to employers or graduate schools. In this course (and in all your USP courses), a specific assignment (your policy speech and reflection) has been designated to be uploaded to your ePortfolio. More details will follow in class. Your peer mentor can assist you with getting your UW Oshkosh ePortfolio started.

Early Alert: After the third week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in your first semester. This process is called "Early Alert." You will receive this information in an email during the 5th week of classes. Early Alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript. Following your first speech in week four, I will also provide you with an update on your course grade. Once you receive this update, feel free to come see me if you have any questions.

MAP-Works: MAP-Works (Making Achievement Possible Works) is a survey that is all about you! To help you have a wonderful first-year of college, we need you to take this survey. You will receive an email from map-works@uwosh.edu inviting you to take the survey. Advisors, hall directors, instructors and many other people on campus will use this information to help you be successful and to provide you with what you need. You will receive a report with suggestions on how achieve your goals; please review it.

Peer Mentor: One of your best resources on this campus is your peers, especially those who have been there, done that. In this class we are fortunate to have someone who is specially trained and willing to help you become familiar with academic life at UW Oshkosh. The peer mentor will attend campus events with the class, answer your questions about the campus, help you with your ePortfolio, and refer you to various resources. Our peer mentor is: _____ and you can get in touch with him/her at:

Liberal Education: is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. (AAC&U; http://www.aacu.org/leap/What_is_liberal_education.cfm)

Need Research Help? Come see me or contact the information literacy librarian, Ted Mulvey. 920-424-7329 or mulveyt@uwosh.edu. The internet is a wacky and wild place to do research and we are both happy to help you through and past the wikipedia wilderness.

Speaking of wacky and wild, if you read the syllabus all the way to this point, you deserve a reward. So, here it is, remember this random fact about Dr. C so you can share it on your reading quiz and you will get 5 free points. The random fact is: Dr. C went to 5 different colleges before completing her undergraduate degree. She is a transfer champion (and quite experienced at the stress of transitioning to a new college, so if you ever have any questions about how to adjust to life at UW Oshkosh, she's a good person to ask!)

Appendix B: Attendance Requirements and Other Fine Print

Participation/Professionalism: Your participation in the conduct of a communication course is critical because much of the learning and application of concepts occurs within class discussions. Since being a student should be taken at least as seriously as any other job you might have, your preparation and professionalism in the classroom is important. Please adhere to the following guidelines:

1. come to class and be prepared to start and end on time,
2. focus on the task during group activities, videos, lectures, etc.,
3. read text material before coming to class,
4. participate with enthusiasm and interest,
5. hand in your work on time,
6. turn off your cell phone, fax machine and any other electronic device when you come to class and
7. treat both your fellow classmates and the professor with respect. For the purpose of class discussion, I will often assume the role of “devil’s advocate” and you are welcome to play this role as well! This role is meant to further discussion, and to encourage critical thinking and the development of sound argument. In all discussions, diversity of opinion will be sought and should be respected.

Attendance: Missing class is generally not a wise decision. If you miss a class, it is *your* responsibility to find out what you missed and to get the lecture notes from one of your classmates. If your absence is unexcused, you will not be able to make up points for class participation and activities. Per department policy, missing more than 9 hours of class, excused or unexcused, will result in an automatic F in this course.

Absences on Speaking Days: You must give your speech on the day it is scheduled. If you have been unable to work on your speech much, give it anyway. An “F” speech with an outline is worth up to 50% (minus outline points) as compared to an un-presented speech, which is worth 0%. If you know ahead of time that you will be absent on the day you are scheduled to speak, please switch speaking dates with another student in the class. It is **your** responsibility to inform me before your speech if you switch speaking days with another student.

Reading and Participation: You are expected to complete the assigned readings prior to class. You will need to be prepared to discuss readings in class. We will engage in large group discussions and small group activities over the readings and I expect that you will be prepared.

Late Assignments/Exams: Assignments become late when they are turned in after the beginning of the class period of their due date. A late assignment will receive a **20% penalty for each weekday** that it is late. Please do not slip assignments under my office door or leave them in an envelope attached to my door without asking me first. If you are sick when an assignment is due and want to turn it in late, **you must provide a legitimate doctor’s note** that indicates the days that you were unable to attend class. **The note must be turned in within 24 hours of your return** to class.

Exams will be administered and speeches must be given on the days scheduled. **No exam or assignment can be made up without a valid and legitimate excuse.** “Valid and legitimate” will be decided on the basis of evidence provided, and does *not* include: (a) vacation, (b) hunting/fishing/camping/ trips, (c) concerts, and/or (d) any other unverifiable absence. Physician notes must be originals (no photocopies, carbons, faxes, or emails).

A Note on Computer Problems: You are responsible for knowing how your computer works and the potential problems of using it. Save your work frequently, take care of your discs, make sure that your computer is using an updated virus-protection program, and make every attempt to print your papers ahead of time. **Computer crashes, printer failures, running out of paper, dogs eating papers, etc. indicate a lack of preparation and will not excuse you from the late assignment policy.**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please see me during the first week of class, so appropriate arrangements can be made. If you have questions about the University of Wisconsin Oshkosh disability policy, please contact disability services at 424-3100.

A Word to the Wise: There will be no cheating or plagiarizing in any form in this class. DON'T RISK IT. Please familiarize yourself with the University's definition of these terms and the University's penalty for these offenses. . The Student Conduct Code is available for review at <http://www.uwosh.edu/dean/studentdisciplinecode.html>

Please Note: Having specified all of these ground rules, I do want you to know that I empathize with the difficulties and role conflicts that ensue from acting simultaneously as students, employees, group members, partners, family members, etc. If you anticipate any problems including meeting course deadlines or completing assignments, please come talk to me as soon as possible and we will work together to develop an appropriate solution. I understand that public speaking is very difficult for some students and I want to help you be successful in this course.



Appendix C: Learning Outcomes

COMM 112 Learning Outcomes	Signature Question Learning Outcomes “How do we understand and engage in community life?”	First Year Experience Learning Outcomes	University Essential Learning Outcomes
<p>Upon completion of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain the theories and principles of informative and persuasive communication. 2. Critically listen to public speeches to assess how knowledge is socially constructed and implicated with power. 3. Articulate and practice an ethical and audience-centered approach to public speaking. 4. Research strategically so that you will become more efficient in your work and more confident in your performance. 5. Create a speech that enhances the quality of public deliberation and decision making by making strategic choices in defining a topic, organizing a speech, and adapting to audience beliefs and attitudes. 6. Incorporate the effective use of visual aids and evidence as you deliver Informative and Persuasive speeches extemporaneously. 7. Understand the University Essential Learning Outcomes and achieve the First Year Experience Learning Outcomes (see Appendix A). 	<p>There are a wide variety of outcomes for this signature question. In this course, we will be particularly concerned with the following outcomes:</p> <ol style="list-style-type: none"> 1. Ability to express one’s voice to affect change. 2. Understanding that knowledge is socially constructed and implicated with power 3. Ability to listen eloquently and speak confidently 4. Skills in deliberation, dialogue, and community building 5. Examination of personal values in the context of promoting the public good 6. Determination to raise ethical issues and questions in and about public life. <p>Key Terms and Definitions:</p> <p>Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.</p>	<p>Upon completion of their first year at UW Oshkosh, students should have achieved all of the following outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to describe the value of a Liberal Education. 2. Students will become familiar with the expectations of a college-level education, the UW Oshkosh Essential Learning Outcomes, and the University Studies Program. 3. Students will begin their acculturation to life at this university, developing familiarity with the academic resources and community engagement opportunities at UW Oshkosh. 4. Students will engage in learning communities to enhance their connections to the class, the university, and one another. 5. Students will participate in campus and community life through co-curricular activities. 6. Students will begin to take personal responsibility for their intellectual development by archiving learning artifacts in the ePortfolio. 	<p>Upon completion of your degree at UW Oshkosh, you should have achieved all of the following learning outcomes.</p> <ol style="list-style-type: none"> 1. Knowledge of Human Cultures and the Physical and Natural World 2. Skills, Both Intellectual and Practical Including: <ul style="list-style-type: none"> • Identification and objective evaluation of theories and assumptions • Critical and creative thinking • Written and oral communication • Quantitative literacy • Technology and information literacy • Teamwork, leadership, and problem solving practiced extensively, across the curriculum 3. Responsibility, as Individuals and Communities <ul style="list-style-type: none"> • Knowledge of <i>Sustainability and Its Applications, Civic Knowledge and Engagement</i>—local and global, and <i>Intercultural Knowledge and Competence</i> • Ethical reasoning and action • Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities 4. Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.